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JUNIOR COLLEGE LIBRARY PERSONNEL NEEDS, REPORT OF A SURVEY, 1966-67.

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FROM THE 222 RESPONSES TO THIS SURVEY ON LIBRARY STAFFING NEEDS AND ON THE PREPARATION OF LIBRARY PERSONNEL, IT WAS FOUND THAT SMALL PUBLIC INSTITUTIONS HAVE THE GREATEST NEED FOR ADDITIONAL STAFF AND THAT JUNIOR COLLEGE POSITIONS ARE GENERALLY CONSIDERED DESIRABLE. THE TERMS PROFESSIONAL LIBRARIAN, SEMI-PROFESSIONAL LIBRARIAN, TECHNICIAN, AND UNTRAINED STAFF WERE USED IN THE SURVEY, BUT THE RESPONDENTS SHOWED LITTLE AGREEMENT ON DEFINITION OF THESE TERMS OR ON THE TRAINING AND BACKGROUND EXPECTED FOR EACH CATEGORY. THE ONLY SPECIFIC CONCLUSIONS WERE THAT (1) UNDER-STAFFING IS MORE OFTEN DUE TO LACK OF FUNDS THAN TO SHORTAGE OF APPLICANTS, (2) NEITHER THE TYPES OF LIBRARY WORK NOR THE PREREQUISITES FOR THEM ARE CLEARLY DEFINED, (3) SPECIALIZED TRAINING, ESPECIALLY IN THE AUDIO-VISUAL FIELD, IS NEEDED, (4) CONSTANT EMPHASIS ON THE NEED FOR EXPERIENCE IMPLIES DISSATISFACTION WITH LIBRARY SCHOOL OFFERINGS, AND (5) MANAGEMENT COURSES, PARTICULARLY IN PERSONNEL WORK, ARE NEEDED BY LIBRARY ADMINISTRATORS. (HH)

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JUNIOR COLLEGE LIBRARY PERSONNEL NEEDS
REPORT OF A SURVEY, 1966/67

The following summary was compiled from responses to a three-page questionnaire distributed to junior colleges in the academic year 1966-67. The purpose of the survey was to learn the varying levels of staff needs for junior college libraries and to gain information of the type of preparation considered necessary for the various levels. Copies were sent to chief college administrators and to librarians in an effort to discover whether administrators differed from librarians in their opinion on these subjects. Of the 222 responses, only 21 were received from administrators. Of these, the majority were largely incomplete or were identical to the librarian's response. This summary, therefore, does not reflect returns from administrators. While the tabulation was made according to states from which ten or more responses were received, the data showed no significant differences and such breakdown is not used.

The limitations of the questionnaire method, especially for so many details, and the inaccuracy of "research" as a descriptive term were recognized from the initiation of the project. It was believed that the gross response might indicate trends and areas meriting investigation in depth. Since library manpower is to be a major topic of the 1967 American Library Association Conference, no recommendations for further study are made at this time. It is suggested that this summary be distributed to other A.L.A. Divisions, Sections, and Committees which are concerned with the topic of library manpower and the preparation of library personnel.

The Chairman of the Ad Hoc Committee on Research alone is responsible for the form of the questionnaire, including its ambiguities and unexpressed assumptions. The extremely time-consuming task of tabulating responses was done largely by Miss Joyce Backus, with assistance from Mrs. Betty Nevin and Miss Barbara Wood. Without such help, this summary could not have been made.

Appreciation also goes to Mrs. Wilma Phelps, Chairman of the Special Projects Committee, and her committee for distributing and duplicating the forms and to those who responded to "another questionnaire."

Elizabeth Martin

Elizabeth Martin
Chairman, Ad Hoc Committee on Research
Junior College Libraries Section, A.C.R.L.

Definitions for the purposes of the survey:

Professional librarian - one with a degree or fifth year in librarianship.
Semi-professional librarian - one with a Bachelor's or higher degree, who serves as a specialist in an area of library operation, such as a science specialist or an audio-visual specialist.
Technician - one dealing with the physical aspects of books and library materials with competency gained through training or experience.
Untrained staff - those, not students, without special library skills.

Small college -- Enrollment less than 1,000 full time students.
Medium size college -- Enrollment between 1,000 and 3,000.
Large college -- Enrollment greater than 3,000. No private college responding fell into this category.

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JUNIOR COLLEGES

	PUBLIC				PRIVATE			GRAND TOTAL
	SMALL	MEDIUM	LARGE	TOTAL	SMALL	MEDIUM	TOTAL	
NO. OF RESPONSES	44	54	49	147	49	5	54	
PROFESSIONAL STAFF								
Present number	65	168	215	448	66	9	75	523
Optimum number	94	223	320	637	81	12	93	730
Positions funded	61	160	259	480	58	9	67	547
Applicants - available	21	39	41	101	22	1	23	124
- not available	21	18	6	45	6	3	9	54
SEMI-PROFESSIONAL STAFF								
Present number	26	69	91	186	41	4	45	231
Optimum number	48	89	114	251	57	9	66	317
Positions funded	24	56	87	167	31	9	40	207
Applicants - available	20	33	24	77	22	3	25	102
- not available	13	9	7	29	11	2	13	42
TECHNICIANS								
Present number	28	80	154	262	43	7	50	312
Optimum number	59	142	211	412	55	10	65	477
Positions funded	20	94	129	243	25	8	33	276
Applicants - available	16	31	30	77	15	2	17	94
- not available	19	12	9	40	14	3	17	57
UNTRAINED STAFF								
Present number	38	70	92	200	34	0	34	234
Optimum number	63	86	136	285	41	2	43	328
Positions funded	38	43	83	164	27	11	38	202
Applicants - available	22	38	25	85	14	2	16	101
- not available	10	4	7	21	11	2	13	34
PERCENTAGES OF OPTIMUM NUMBER OF POSITIONS CURRENTLY FILLED				TOTAL PUBLIC BY LEVEL OF POSITION			TOTAL PRIVATE BY LEVEL OF POSITION	GRAND TOTAL BY LEVEL OF POSITION
PROFESSIONAL STAFF	69.1%	75.3%	67.1%	70.3%	81.4%	75.0%	80.6%	71.5%
SEMI-PROFESSIONAL STAFF	54.2%	77.5%	79.8%	74.1%	71.9%	44.4%	68.1%	72.8%
TECHNICIANS	47.4%	56.3%	72.9%	63.5%	78.1%	70.0%	76.9%	65.4%
UNTRAINED STAFF	60.3%	81.4%	67.6%	70.1%	82.9%	-	73.0%	71.3%
TOTAL BY TYPE AND SIZE OF COLLEGE	59.4%	71.6%	70.6%	70.0%	78.6%	60.6%	76.4%	70.9%

PERCENTAGES OF RESPONSE INDICATING APPLICANTS NOT AVAILABLE:
PROFESSIONALS---~~43.6%~~; SEMI-PROFESSIONALS---41.1%; TECHNICIANS---~~60.6%~~; UNTRAINED---~~33.6%~~
(Many did not respond to this question or noted "Don't know.")

COMMENT: 30.3 37.7 25.2

Small public institutions show the greatest need for additional staff. Shortages appe due to lack of financing rather than to lack of applicants. It does not follow that there an overall supply of professional librarians, but possibly that junior college positions ar considered desirable.

The discrepancy between the responses to numbers of "present staff" and "positions funded" cannot be explained. Perhaps either "authorized" or "budgeted" would have been a clearer term. The question was intended to show whether vacancies exist.

No attempt was made to compare staff size with present A.L.A. Standards.

SKILLS AND KNOWLEDGE NEEDED

	YES			NO			COURSE WORK	EXPERIENCE
	PUBLIC	PRIV.	TOTAL	PUBLIC	PRIV.	TOTAL		
PROFESSIONAL LIBRARIANS								
Administration								
Accounting & budgeting	143	44	187	15	6	21	83	157
Data processing	101	17	118	39	24	63	78	75
Personnel management	150	40	190	10	4	14	118	146
Planning facilities	138	45	183	6	2	8	117	134
Audio-visual utilization/ production	113	35	148	29	9	38	121	103
Book selection-bibliography	160	41	201	4	2	6	178	114
Data processing	94	18	112	52	24	76	86	77
Reference	158	47	205	3	1	4	186	133
Technical processes								
Cataloging	152	45	197	11	2	13	177	94
Ordering/receiving	147	44	191	8	3	11	129	146
Physical care of books and library materials	134	43	177	16	4	20	104	141
SEMI-PROFESSIONALS								
Subject specialization	79	22	101	22	3	25	81	53
General reference	89	23	112	13	2	15	78	61
Subject reference	48	15	63	29	4	33	45	35
Audio-visual utilization/ production	82	21	103	15	5	20	56	56
Data processing	56	9	65	33	11	44	43	43
Book selection/bibliography	72	22	94	29	3	32	61	47
Technical processes								
Cataloging	76	21	97	22	3	25	63	61
Ordering	70	17	87	23	4	27	43	66
Physical care of books and library materials	74	30	104	17	5	22	36	62
Salary equal to librarian	51	24	75	45	13	58		
Salary higher than clerical	68	29	97	29	9	38		
Salary same as clerical	32	5	37	66	17	83		
TECHNICIANS								
Technical typing	127	30	157	16	3	19	85	80
Lettering	106	28	134	34	11	45	37	88
Office machines	113	20	133	25	10	35	69	75
Bookkeeping (Accounting)	84	14	98	42	12	54	58	51
Key punching	55	7	62	47	14	61	39	30
Book repair and processing	119	28	147	18	5	23	38	112
Knowledge of classification	118	28	146	17	4	21	54	103
Audio-visual techniques	71	11	82	36	12	48	36	41
Bibliographic techniques	105	24	129	26	7	33	51	100
Circulation procedures	128	32	161	12	2	14	37	150
Salary higher than for untrained clerks	81	31	112	40	10	50		

COMMENTS ON RESPONSES TO KNOWLEDGE AND/OR SKILLS FOR PROFESSIONALS

Under "Administration," areas of knowledge common to the profession were assumed. The heaviest affirmative response was to "Personnel Management," followed closely by "Accounting and Budgeting" and "Planning Facilities" in equal proportion from public and private colleges. While "Data Processing as Applied to Libraries" received fewer responses than the other three topics, with 118 "yes" votes to 63 "no" votes, a strong interest in modern library technology was indicated.

The following were noted under "Other":

1. Business management
2. Organization and management
3. Liaison with administration
4. Junior college as an institution

In the professional, non-administrative area, some of the respondents interpreted knowledge of "Data Processing" and "Physical Care of Books" to imply that the professional would perform these tasks. The intent was that professionals would be knowledgeable in these areas and able to instruct others. "Personal Relations" was mentioned as desirable.

In many cases, both "Course Work" and "Experience" were checked. "Experience" only was not tallied separately, so no conclusion as to whether "Experience" was meant as a reinforcement of course work can be made.

COMMENTS ON RESPONSES TO KNOWLEDGE AND/OR SKILLS FOR SEMI-PROFESSIONALS

There is no common definition for this type of library personnel. The definition specified was not used consistently by those responding. While an audio-visual specialist is indeed professional, he rarely has the fifth year of library education and cannot be considered a professional librarian.

Many commented that there was no need for "semi-professionals" in a small library and that the education needed depended upon the position. Specialization in "Audio-Visual Utilization/Production" was in relatively high demand, but little need for subject specialists in the junior college library appeared. Many commented that audio-visual service was not their responsibility.

Recommended training periods were given in few cases. These varied for the same topic from two hours to two years, as they did for technicians.

While not implicit in the question, some from states with credential requirements assumed that these "semi-professionals" would be credentialled and therefore on the faculty salary schedule. In general, the response indicated that the salary would be higher than that for technicians, although many stated that they did not know.

COMMENTS ON RESPONSES TO KNOWLEDGE AND/OR SKILLS FOR TECHNICIANS

Again, those indicating experience only as the preferred source of the particular skill were not tallied. "Course work" was checked as the preferred source in only two categories--"Technical Typing" and "Key-punching," although "Experience" has only a slight lead for "Use of Office Machines," "Audio-Visual Techniques," and "Bibliographic Searching Techniques." "Filing" was suggested as an additional skill needed.

COMMENTS ON RESPONSES TO KNOWLEDGE AND/OR SKILLS FOR TECHNICIANS (cont.)

While many replied "Don't know" to the question of higher salaries for trained or experienced technicians, the preponderance (108 to 45) indicated that a higher salary schedule was available.

SUMMARY COMMENTS

Several conclusions can be drawn from this summary, as well as from the variety of comments not listed:

1. Under-staffing is more often due to lack of funds rather than to lack of available applicants.
2. Confusion exists concerning differentiation between types of library work and the level of preparation of personnel to do it.
3. There is a need for specialized training, particularly in the area of audio-visual utilization and production.
4. Constant emphasis on experience implies some dissatisfaction with present library school offerings.
5. Management courses, particularly Personnel Management, are needed by chief library administrators.

While the structure of the questions regarding education for library administrators perhaps emphasized this last point, such areas of study were rarely listed under general professional training.

Many studies on library manpower are being made. While only 23.6% of the responses to the Drennan and Darling survey for the Bureau of Adult and Vocational Education came from college and university librarians, it is startling to note that more librarians in the 25-34 year age group are leaving the profession than are remaining.

A 1966 survey by Mr. Robert Lee, Department of Librarianship, Kansas State Teachers College, Emporia, gives the following results for all types of academic libraries:

Number of professional librarians	6,025
Number of vacant professional positions	777
Number of additional librarians needed by 1973	4,090
Number of additional librarians needed now to meet standards	1,920

A preliminary summary of responses to a California Library Association "Questionnaire on Use of Sub-Professional or Library Technician Classification in California Libraries" shows that of 21 responses from college and university libraries, ten, or 47.5%, have a "separate class distinct from professional and clerical to perform high level non-professional work."

A proposal for detailed research on the manpower problem was prepared by Paul Wasserman and Mary Lee Bund for the School of Library and Information Services, University of Maryland. Excerpts showing the scope of the proposal are quoted: "This ... is a deliberate plan to bring order and increased rationality to the present confused manpower situation ... should generate the information needed for the library and information profession to present a more reasoned portrait of itself to those who influence career choice ... should influence future educational arrangements and forms of training in the field of aiding the educators in adapting to future needs and in the choice of appropriate recruits for their programs." "It may also be expected to dramatize the future prospects and the excitement of a previously overlooked and under-supported profession which has begun to move rapidly toward society's center stage."